

# Kidz Zone Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY225609

**Inspection date**

02/06/2009

**Inspector**

Angela Dyer

**Setting address**

Gospel Oak Community Centre, 17 Redstone Farm Road,  
Hall Green, Birmingham, B28 9NL

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Kidz Zone Out of School Club is managed by a voluntary committee made up of parents and carers and is one of three Kidz Zone Clubs in the area. The club operates from Gospel Oak Community Centre, Hall Green, Birmingham. Children have access to a small outdoor area. The club serves three local junior and infant schools.

A maximum of 40 children may attend the setting at any one time. There is currently one child on roll who is within the early years age range and 49 children aged between five and 11 years; this care is registered on both the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08.00 to 09.00 and 15.00 to 18.00, the club also operates in the school holidays from 08.00 to 18.00.

The setting employs nine staff, of whom over half hold appropriate early years and play work qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children thoroughly enjoy their time at the club and look forward to meeting up with their friends after a busy day at school. Children are offered a wide range of activities and are supported in making good progress in most areas of their learning and development. Children are cared for by a friendly and enthusiastic staff team who interact with them in a positive and caring manner. Staff demonstrate a commitment to their role, however, they have not fully identified the setting's strengths and weaknesses in order to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- use self-evaluation and quality improvement processes as the basis of ongoing internal review and develop further strategies to seek the views of children and parents
- improve children's safety whilst walking from school by ensuring essential records and equipment are taken, including a first aid kit
- improve the outdoor play experiences for children, to include a balance of adult-led and freely-chosen or child-initiated activities.

## **The leadership and management of the early years provision**

Children are collected from three local schools by staff within the setting and escorted back to the club. Through discussion children demonstrate a mature understanding of the safety rules when walking and the reasons for wearing high visibility jackets. However, whilst risk assessments are in place for all outings these do not fully consider the benefits of staff taking children's details and first aid equipment on school runs. Children are cared for in the newly renovated church hall which is bright and spacious. Security within the setting is good as all exits are kept locked and a security keypad system enables staff to ensure that unwanted visitors do not gain access to the setting or present a risk to children. Staff are deployed effectively and children are supervised at all times to ensure their safety. Regular safety checks are completed and staff have a sound knowledge of safeguarding procedures and are fully aware of their responsibilities to protect the children in their care.

Partnerships with parents are open and friendly and information in relation to the setting and children's well-being is shared through informal discussions and parents having access to the setting's policies and procedures. Children within the early years age range also have an identified key person who oversees their care, helps them to settle and meets with their parents to make sure that they are being cared for appropriately. Staff also understand the value of working in partnership with the schools in which the children attend and have plans to create the necessary links to ensure that relevant information is shared between both parties.

Staff work well together as a team and inclusive practice is promoted as children and parents are respected as individuals. Effective recruitment procedures ensure that staff are appropriately vetted and qualified. Staff have also attended training outside of their working hours to update their knowledge in relation to first aid and food hygiene demonstrating a commitment to their roles and responsibilities. Through discussion staff demonstrate a suitable knowledge of the setting's strengths. However, the self-evaluation process is in its infancy and as a result staff have not fully reflected on their areas for development and the actions they can take as a staff team to bring about further improvement.

## **The quality and standards of the early years provision**

Staff have appropriate systems in place to support children's health and well-being and on arriving at the club, children wash their hands before having 'tuck'. Staff, who hold food hygiene certificates, prepare food for the children which is tasty, nutritious and in line with children's dietary needs. Whilst enjoying snacks, including kiwi fruit, carrot sticks and cheese, children have the opportunity to relax before deciding what games and activities they want to participate in. Children benefit from fresh air on the walk back to the club and are able to enjoy a range of physical activities within the spacious hall. However, opportunities for children to engage in physical activities of their choice outside are limited as children are not always provided with daily opportunities to go outside during the session.

Staff have a good knowledge of children's interests and through observation and assessment identify children's learning priorities. Children aged five and under are allocated a key person who takes a particular interest in their progress and development. All staff interact positively with the children as they encourage children to pursue their own interests and make choices within their play. Younger children particularly enjoy role play, dressing-up and enthusiastically taking on different roles within their play. Staff provide stimulating resources to support imaginative play and children recreate different scenarios including a veterinary practice and hairdressers. Children also enjoy activities including marble painting and making fruit kebabs, whilst older children enjoy table football, snooker and playing with their trading cards. During the holiday club, a range of outings are also offered as part of the activity programme to places of interest and enjoyment.

Children are consulted with about what they would like to do at the club and talk positively about how they enjoy attending and catching up with their friends from other schools. Children's efforts and achievements are praised and valued by staff and encouragement and praise is given consistently throughout the session. As a result, children's confidence and self-esteem is promoted. Staff are positive role models and children display good manners and show respect for each other and the club. Older children interact well with the younger children and often play together or share a book in the cushioned book area. Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about each others' similarities and differences.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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